DOCUMENT RESUME

ED 219 741 CS 006 777

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TITLE Mainstreaming, Reading and Classroom Teachers.
PUB DATE Oct 81
NOTE 14p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (9th, Des Moines, IA, October 22-24, 1981).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; *Hearing Impairments; Learning Disabilities; *Mainstreaming; *Reading Diagnosis; Reading Difficulties; Reading Skills; *Remedial Programs; *Remedial Reading; Teaching Methods; *Visual Impairments

ABSTRACT

Disabled students slotted into regular classrooms may exhibit difficulties in auditory perception, sound blending, auditory closure, visual perception, language usage, or a combination of the above. Certain techniques exist, however, that teachers may employ to aid these students. Among these techniques are success structuring and behavior modification. Diagnostic reading tests designed for use with individuals provide a detailed analysis of specific reading skills and difficulties. Even more refined tests designed for the evaluation of specific reading skills can be used to determine oral reading ability. Highly specialized ways of teaching reading to the disabled student include (1) the cloze procedure designed to help students use the patterns of oral language to comprehend written language; (2) the DISTAR Reading Program designed for children with a mental age of 4-0 or above; (3) the Edmark Reading Program designed for students with extremely limited skills; (4) the Fernald Method designed to use both language experience and tracing techniques and recommended only when other methods have proved ineffective; (5) the Gillingham Method designed to teach reading, writing, and spelling by teaching units of sounds or letters of the alphabet; (6) the Glass Analysis Method designed to concentrate on the decoding of words through intensive auditory and visual training focused on the word being studied; (7) the Hegge-Kirk-Kirk Remedial Reading Drills designed to use the principles of minimal change; (8) the Neurological Impress Methods designed for students with severe reading disabilities: and (9) the VAKT Approach designed to incorporate several sensory modalities in the learning process. (HOD)

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Mainstreaming, Reading and Classroom Teachers

Lynn A. Woltz

Mainstreaming in education encourages the development of the full potential of all students in the least restrictive setting, which often proves to be the regular classroom. This emphasis will cause classroom teachers to address the special needs of children needs the teachers may not be prepared to handle. The following information will assist the classroom teacher and provide supplemental aids to improve the quality of teaching for the handicapped individual within a regular class setting.

Disabled learners who may be slotted into regular classrooms may exhibit difficulties in the following areas: motor development, perceptual abilities, memory, language, cognitive skills, attention span and general maturation characteristics. Within this framework there are common denominators for slow and disabled learners that may aid the classroom teacher in her preparation and planning. These students usually deviate from the norm, require diagnostic work-ups, need special methods of teaching and generally experience reading failure. Their problems may be centered in auditory perception, sound blending, auditory closure, visual perception, language disorders or a combination of the above.

Certain techniques exist, however, that teachers may employ to aid these students. Success structuring and behavior modification are adaptable to aid the mainstreamed student. Success structuring provides appropriate activities to match the individual's stage of intellectual development and his cognitive learning style. Tasks are broken into small sequential steps with plenty of multisensory support materials available when needed. Behavior modification is based on expectations, approval, and the ability of the teacher to ignore undesired acts. The student must be aware of the

expected behaviors; the teacher must recognize and reward the desired act with her approval and ignore the undesired act, if possible. For example, a hyperactive child may benefit from personal, tangible reinforcers for appropriate behavior during a specific time span, or he may share pennies (or M and M's) with his class to involve their interest in his good behavior.

As mentioned earlier, diagnostics are necessary to pinpoint specific weaknesses to be corrected. From this point the focus of the paper will deal with the reading disabilities of mainstreamed students and include specific prescriptions for classroom specialists. Diagnostic reading tests provide a detailed analysis of specific reading skills/difficulties and are designed for use with individuals. The following are examples of general diagnostic tests:

1. Durrell Analysis of Reading Difficulty
2. Gates-McKillop Reading Diagnostic Tests
3. Spache Diagnostic Reading Scales
4. Stanford Diagnostic Achievement Test
5. Peabody Individual Achievement Test
6. Woodcock Reading Mastery Tests.

Even more refined are tests designed for the evaluation of specific reading skills as found in the list below which could be used to determine oral reading ability:

1. Gray Oral Reading Inventory
2. Gilmore Oral Reading Test
3. Slosson Oral Reading Test (SORT).

Tests that point out individual phonetic weaknesses include:

1. Botel Reading Inventory
2. Roswell-Chall Diagnostic Reading Test

3. Roswell-Chall Auditory Blending Test

4. McCullough Word Analysis Tests.

Criterion-referenced tests lend themselves particularly well to a diagnostic/prescriptive approach with mainstreamed students. The criterion-referenced instruments are geared to determine if a child has met specific instructional objectives. Examples of this type of evaluation are:

1. Fountain Valley Teacher Support System

2. Prescriptive Reading Laboratory

3. Wisconsin Design for Reading Skills Development

4. Woodcock Reading Mastery Test.

Based on the results of diagnostic testing and observation the teacher can then proceed with a truly individualized program of instruction for each child with special needs in reading. Techniques and procedures not applicable to normal students exist in abundance and enable the classroom specialist to tailor a prescription for the mainstreamed student. These techniques and procedures that follow are select, highly specialized ways of teaching reading and should be used with disabled learners rather than with an entire classroom of readers. They are based on specific deficits an individual may exhibit and note restrictions or limitations for usage. Also included are resources which may be drawn upon for further information.

The Cloze Procedure: Unlike most of the procedures noted in this report which are designed to improve decoding skills, word analysis skills or word recognition abilities, the Cloze procedure is used to help pupils use the patterns of oral language to comprehend written language. It is viewed as a psycholinguistic approach to reading.

The Cloze procedure is based on the idea of closure - the impulse to complete a structure and to make it whole by supplying the missing element.

Students using the Cloze procedure must bridge gaps in language and thought and is used here as a remedial technique to improve reading comprehension.

Although several variations of the Cloze procedure have been suggested, the basic technique follows:

1. Passages are selected to be used as instructional material.
2. The passage is retyped with every ___nth___ word deleted, and replaced by an underlined blank.
3. Students are instructed to read the passage and fill in the missing word.

Synonyms for the missing word are counted as correct.

RESOURCES:

Cunningham, James W. "An Automatic Pilot for Decoding," The Reading Teacher, January 1979, pp. 420-424.

Kirk, Samuel and Sister Joanne Marie Klieban, Janet W. Lenner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 147-149.

Myers, Patricia and Donald Hammill. Methods for Learning Disorders, John Wiley and Sons, Inc. 1969, pp. 260-261.

The DISTAR Reading Program: This program was designed to teach children with below average communication abilities to read and is geared toward children with a mental age of 4-0 or above. The DISTAR program begins teaching the academic and reading skills that the DISTAR developers believe the child must learn in order to read. It is a highly structured, step-by-step program with emphasis on code-breaking skills.

The children are placed in small groups, initially no more than five in a group. The children sit on chairs in a quarter circle, each within reach of the teacher. Everything the teacher is to say and do is specified in manuals including the tone of voice and hand movements.

Materials used in the program include: 1) symbol action games; 2) blending tasks; and 3) rhyming tasks.

Critics of this program note that the emphasis on auditory skill does not help children with difficulties in auditory processing. Further, some teachers reject the instructional rigidity of this program.

RESOURCES:

DiPasalegne, RosaLee. "An Assessment of DISTAR by chicago Innercity Teachers," Study prepared at Chicago State University, 1976.

Kirk, Samuel and Sister Joanne Marie Klieban, Janet W. Lenner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 146-147.

Ogletree, Earl. "Teachers' Opinions of the DISTAR Reading Program" Study prepared at Chicago State University, 1976.

Ogletree, Earl. "A Comparative Study of the Effectiveness of DISTAR and Eclectic Reading Methods for Innercity Children," Study prepared at Chicago State University, 1976.

Richardson, Ellis and Barbara DiBenedetto, Adolph Christ, Mark Press, Bertrana G. Winsberg. "An Assessment of Two Methods for Remediating Reading Deficiencies," Reading Improvement, Vol 15, No 2, Summer 1978, pp. 82-95.

Van Etten, Carlene and Van Etten, Glen. Journal of Learning Disabilities, "Measurements of Pupil Progress," October 1976, pp. 15-17.

The Edmark Reading Program: This program is designed for pupils with extremely limited skills. It is based upon principles of behavior modification and programmed instruction. Each lesson contains a stimulus, student response and reinforcement.

Four kinds of lessons treat work recognition, directions, picture-phrase matching and stories. The program teaches a total of 150 words in 227

separate lessons. The only student prerequisites are the ability to repeat a word that the teacher says and the ability to point to indicate a response. Language meaning is learned during the program.

The reasoning of the developers is that students who are failing need the fastest start possible to regain their interest in learning. They feel the whole word approach is faster and therefore more functional than a decoding process for a starting point in reading with the retarded.

RESOURCES:

Kirk, Samuel and Sister Joanne Marie Klieban, Janet W. Lenner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 145-147.

Van Etten, Carlene and Van Etten, Glen. Journal of Learning Disabilities, "Measurement of Pupil Progress," October 1976, pp. 17-19.

The Fernald Method: Another multisensory procedure that combines both language experience and tracing techniques, this method was developed by Grace Fernald in the 1920's at the University of California and is recommended only when other methods have proved ineffective.

Pupils dictate their own stories, thus providing their own vocabulary, and then use several modalities in learning this vocabulary. The student says the word, sees it written by the teacher, traces the word with a finger, writes the word from memory, sees the word again, and reads the word aloud for the teacher.

The word is taught as a whole unit and therefore classified as a sight method rather than as a decoding method. The child learns to recognize new words from their resemblance to previously learned words. The Fernald method was developed primarily for teaching reading to children and adults with normal intelligence who have had extreme difficulty learning to read.

The student must have a wealth of experience necessary for intelligent and rapid reading.

RESOURCES:

Fernald, G. M. Remedial Techniques in Basic School Subjects. N.Y. McGraw-Hill, 1943.

Heinze, Betty L. "First Aid for the Man or Girl Who Does not Spel Mutch: Fernald Revisited," Paper presented at the Annual Meeting of the Western Reading Association, 1978.

Kirk, Samuel and Sister Joanne Marie Klieban, Janet W. Lenner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 137-139.

Miccinati, Jeanette. "The Fernald Technique: Modifications Increase the Probability of Success," Journal of Learning Disabilities, Vol. 12, No. 3, March 1979, pp. 139-142.

Myers, Collin A. "Reviewing the Literature on Fernald's Technique of Remedial Reading," The Reading Teacher, March 1978, pp. 614-619.

Myers, Patricia and Donald Hammill. Methods for Learning Disorders, John Wiley and Sons, Inc., New York, 1969, pp. 83, 152-161.

The Gillingham Method: The multisensory approach is used to teach reading, writing and spelling by teaching units of sounds or letters of the alphabet. This method is based on the theory that reading disorders exist because of incomplete cerebral hemispheric dominance and was designed for children identified as dyslexic. Gillingham refers to this method as an alphabetic method in that sounds represented by letters are learned one at a time using a multisensory approach. The learner sees the letter, hears the

sound it represents, traces it according to certain specified hand movements, and writes it. The resulting multisensory phonic relationships are referred to as associations.

Once the letters are learned, they are blended in a specific fashion to form words. The blended words are consonant-vowel-consonant (CVC) words, such as Sam, hit, ran. The words are then put into sentences and stories. The author states that the omission of any one of the sequential steps jeopardizes the success of the procedure. However, studies have noted success when used with modifications.

This method emphasizes drill and repetition. It requires exclusiveness and other subjects must be read to students. It is not suitable for children with auditory discrimination and perception problems. Children instructed in this approach have a tendency to develop a labored reading style with much lip movement.

RESOURCES:

Hammill, Donald and Bartel, Nettie, Teaching Children With Learning and Behavior Problems, Allyn and Bacon, Inc., Boston, 1978, pp. 78-79.

Kirk, Samuel and Sister Joanne Marie Klieban, Janet W. Lenner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 139-141.

Myers, Patricia and Donald Hammill. Methods for Learning Disorders, John Wiley and Sons, Inc., New York, 1969, pp. 83-89, 112, 199, 204-215, 222, 292.

The Glass Analysis Method: This method concentrates on the decoding of words through intensive auditory and visual training focused on the word being studied. It develops perceptual conditioning for the decoding of letter clusters within words.

Several assumptions about decoding and reading are the foundation of this program. First, decoding and reading are clearly separated; second, decoding precedes reading; and third, decoding should be taught separately.

The materials needed to teach recognition of letter clusters can be teacher made. Basically 3" x 6" flash cards with carefully selected words containing letter clusters. (The words are from the child's meaningful vocabulary.)

Four steps are required to teach the word:

1. Identify the whole word and the letters and sound of the target cluster.
2. Pronounce the sound or sounds and ask the child for the letter or letters.
3. Give the letter or letters and ask for the sound or sounds.
4. Take away letters and ask for the remaining sound.

The child responds visually as well as auditorily to letter clusters. This method shapes perception by examining whole words in a way that will help the child when he sees other words containing the same letter clusters.

RESOURCES:

Glass, Gerald G. Teaching Decoding as Separate from Reading, Adelphi University Press, Garden City, N.Y., 11530

Kirk, Samuel and Sister Joanne Marie Klieban, Janet W. Lerner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 149-152.

The Hegge-Kirk-Kirk Remedial Reading Drills: These drills are systematically developed, using principles now known as programmed instruction. This method uses the principles of minimal change, one response to one symbol, repetition, etc. Kirk contends that many experiments and

discussions on phonics are not usually applicable to the individual treatment of reading defects among slow and disabled learners while this method has proven successful with children who had failed to profit from conventional methods.

The Drills are divided into four parts. Part I consists of the most frequent sounds, i.e., the consonants and the short vowels. Part II consists of certain combinations of sounds previously learned in isolation. Part III consists of more advanced and less frequently used sounds presented in whole words. Part IV includes supplementary exercises that teach exceptions to sounds presented previously.

The approach is not to be used as a general method of teaching reading to all children or to older children. It is applicable to clinical reading cases, with children who have failed to learn to read.

RESOURCES:

Kirk, Samuel and Sister Joanne Marie Klieban, Janet W. Lenner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 141-144.

McCabe, Mary Pat. "Adaptation of Material and Equipment for Individualizing Remediation in Learning Disabilities Resource Rooms," Escambia County Board of Public Instruction, Pensacola, FL, June 1973.

The Neurological Impress Method: The Neurological Impress Method is a relatively new approach to reading instruction designed for students with severe reading disabilities. It is a system of unison reading in which the student and the instructor read together, the voice of the instructor being directed into the ear of the student at a fairly close range. The student or teacher uses a finger as the locator as each word is read. The finger should be at the location of the spoken word.

The object is simply to cover as many pages of reading material as possible within the time available without causing fatigue to the student. The theory underlying the method is that the auditory feedback from the reader's own voice and from someone else's voice reading the same material establishes a new learning process.

RESOURCES:

Arnold, Richard. "A Comparison of the Neurological Impress Method, The Language Experience Approach, and Classroom Teaching for Children with Reading Disabilities," Purdue Research Foundation, Lafayette, IN, June, 1972.

Arnold, Richard. "Neurological Impress - Good News or Bad?," Paper printed at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association, September, 1977.

Cook, Jimmie C. "The Effect of Neurological Impress on Reading Disabled Children with Auditory Perception Impairments," Paper presented to the Annual Meeting of the College Reading Association, 1976.

Cunningham, James W. "An Automatic Pilot for Decoding," The Reading Teacher, January, 1979, pp. 420-424.

Gibbs, Venita and Susan Proctor. "Reading Together: An Experiment with the Neurological-Impress Method," Contemporary Education, Vol 48, No 3, Spring, 1977.

Heckelmann, R. G. "A Neurological-Impress Method of Remedial Reading Instruction," Academic Therapy Quarterly, Summer 1979, pp. 277-282.

Kirk, Samuel and Sister Joanne Marie Klieban, Janet W. Lenner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 144-145.

Lorenz, Linda and Edward Vockell. "Using the Neurological Impress Method with Learning Disabled Readers," Journal of Learning Disabilities, Vol. 12, No. 6, June/July 1979, pp. 420-422.

The VAKT Approach: The VAKT approach to reading incorporates several sensory modalities in the learning process. VAKT represents four modalities: visual, auditory, kinesthetic and tactile. This multisensory approach is based on the assumption that the more senses that are involved in a single learning experience, the greater the probability of learning success.

In this approach to reading, the child is asked to look at the word (visual), say the word (auditory), and trace the word (kinesthetic) on a surface that has a high degree of tactile sensory input such as sandpaper. Tracing offers the learner a tactile and kinesthetic sensation for learning that is not available in the usual developmental methods.

This multisensory approach has been used successfully to teach reading to students considered to be nonreaders. However, caution against indiscriminate use of this type technique has been recommended by some specialists who argue that some disabled learners cannot process the stimulation of several modalities simultaneously. "Overload" could result in confusion for the child and actually prevent learning.

RESOURCES:

Hammill, D. D. and Bartel, Nettie. Teaching Children with Learning and Behavior Problems, Allyn and Bacon, Inc., Boston, 1978, pp. 76-78.

Kirk, Samuel and Sister Joanne Marie Kliebán, Janet W. Lenner. Teaching Reading to Slow and Disabled Learners, Houghton Mifflin Company, Boston, 1978, pp. 136-137.

Myers, Patricia and Donald Hammill. Methods for Learning Disorders, John Wiley and Son, Inc., Boston, 1969, pp. 131, 152-161.

Taschow, Horst G. "Using the Visual-Auditory-Kinesthetic-Tactile Technique to Solve Spelling Problems in Elementary and Secondary Classrooms," Saskatchewan University Publication, Regina, 1970.

With this information, classroom teachers are armed with a battery of diagnostic tests, and a selection of specialized techniques and approaches to the teaching of reading which can be used with mainstreamed students.

DLJ 0312n